

PK-8 Teacher Education Candidate Content Validation

This evaluation is based on INTASC Standard #1: *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

The cooperating teacher(s) must complete this content validation assessment on the student teacher candidate. The college/university supervisor must review this assessment, make any pertinent comments at the bottom, and sign. Please evaluate the candidate based on the Montana State Board of Education's definition of content as found in Administrative Rule 10.58.50 *Elementary* (see reverse) as applicable to subjects being taught: language arts, mathematics, science, and social studies. Using the rubrics for each indicator, record a score for each subject in the space provided. Then total the scores at the end of the column and identify the overall rubric score earned. For candidates who achieve a passing over all score, but receive a score of "1" in any indicator or single content area, a further individualized review of the candidate's content knowledge and teaching skill will be conducted by the field director and/or a representative university committee to ensure the candidate merits recommendation for licensure. A candidate who receive a score of zero in any indicator or single content area will not be recommended by the institution.

Mark the space with N/A if the candidate did not work in the subject area at any time during the student teaching experience.

Indicator A: Knowledge of content

- 3 – Demonstrates advanced knowledge of content
- 2 – Demonstrates proficient content knowledge
- 1 – Uses basic content knowledge
- 0 – Uses inaccurate content knowledge

- ___ Language Arts
- ___ Mathematics
- ___ Science
- ___ Social Studies

Indicator B: Content alignment with identified objectives and standards

- 3 – Uses objectives and standards to make lessons meaningful to students
- 2 – Effectively uses objectives and standards to develop the lesson
- 1 – Attempts to use objectives and standards to develop the lesson
- 0 – Is unable to use objectives and standards to develop a lesson

- ___ Language Arts
- ___ Mathematics
- ___ Science
- ___ Social Studies

Indicator C: Accurate and current sources of information

- 3 – Uses additional resources beyond manual texts and curriculum guides
- 2 – Effectively uses manual, texts, and curriculum guides
- 1 – Demonstrates minimal use of instructional resources
- 0 – Is ineffective in using available instructional resources

- ___ Language Arts
- ___ Mathematics
- ___ Science
- ___ Social Studies

Indicator D: Content research to support lesson development

- 3 – Demonstrates in-depth research of topic content
- 2 – Demonstrates acceptable research of topic content
- 1 – Demonstrates minimal research of topic content
- 0 – Demonstrates little or no research of topic content

- ___ Language Arts
- ___ Mathematics
- ___ Science
- ___ Social Studies

Signatures

Candidate's Signature (*I have been made aware of this assessment*)

Candidate's Name

Date

Cooperating Teacher Signature (*I have completed this assessment*)

CT Name

Date

University Supervisor's Signature (*I have reviewed this assessment*)

US Name

Date

University Supervisor Comments:

To Be Completed by the University - Scoring Rubric

Number of entries receiving a score ☐ divided by the total points earned ☐ = _____

Rubric Score Earned = ☐

Professional Educator Preparation Program Standards and Procedures (2001-2005) Montana Board of Public Education

Standard 508 – Selected Program Performance Standards

10.58508 – Elementary (1) For the prospective educator, the program provides the knowledge and skills necessary for an effective K -12 Elementary Program.

(B) Curriculum. Candidates know, understand, and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K -8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

- a) Candidates demonstrate a high level of competence in the use of *English language arts* and they know, understand, and use concepts from reading, language literature and child development to teacher reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- b) Candidates know, understand, and use the fundamental concepts in the subject matter of science, including physical , life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science including and respecting American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;
- c) Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.
- d) Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (e.g. humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world;
- (g) Candidates know, understand, and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences.

Knowledge of Learners and Learning Process **(INTASC #2)**

The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Indicator A: Knowledge of determining student needs

- ___ 3 – Provides frequent attention to students' needs
- ___ 2 – Demonstrates basic attention to students' needs
- ___ 1 – Demonstrates minimal ability to determine students' needs
- ___ 0 – Demonstrates no interest/ability to determine student needs

Indicator B: Knowledge of determining learning style

- ___ 3 – Attends to varied learning styles
- ___ 2 – Demonstrates basic attention to varied learning styles
- ___ 1 – Provides minimal provision for varied learning styles
- ___ 0 – Provides no provision for varied learning styles

Indicator C: Knowledge of learning theory

- ___ 3 – Effectively applies learning theories
- ___ 2 – Demonstrates basic understanding of learning theories
- ___ 1 – Minimally applies learning theories
- ___ 0 – Appears unable to apply learning theories

Indicator D: Knowledge of multiple levels of thinking and conceptualization

- ___ 3 – Effectively provides for multiple levels of thinking and conceptualization
- ___ 2 – Demonstrates basic provision for multiple levels of thinking and conceptualization
- ___ 1 – Provides minimal provision for multiple levels of thinking and conceptualization
- ___ 0 – Appears unable to provide for multiple levels of thinking and conceptualization

Total Pts Earned = _____

Knowledge of Learners and Learning Process **(INTASC #3)**

The student teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Indicator A: Knowledge in determining respect for all students

- ___ 3 – Demonstrates respect for all students and community practices and promotes culturally responsive teaching and learning
- ___ 2 – Demonstrates generally acceptable respect for students and community practices
- ___ 1 – Demonstrates selective respect for students and community practices
- ___ 0 – Does not demonstrate respect for students and community practices

Indicator B: Knowledge of cultural/gender issues

- ___ 3 – Effectively infuses knowledge/skills related to cultural/gender issues into class
- ___ 2 – Implements basic knowledge and skills related to cultural and gender issues
- ___ 1 – Minimally attempts to improve knowledge and skills related to cultural and gender issues
- ___ 0 – Lacks sufficient knowledge, skill, or commitment related to cultural and gender issues

Indicator C: Knowledge of diverse learners

- ___ 3 – Celebrates learners' diversity
- ___ 2 – Accepts learners' diversity
- ___ 1 – Tolerates learners' diversity
- ___ 0 – Denies or consistently misinterprets learners' diversity

Indicator D: Knowledge of cross-cultural experiences

- ___ 3 – Effectively seeks out cross-curricular experiences; and/or listens, responds, and sometimes initiates communication, re: different perspectives
- ___ 2 – Accepts invitations to cross-cultural experiences; and/or listens to and identifies different perspectives
- ___ 1 – Avoids different cultures; and/or only attempts to listen to other perspectives
- ___ 0 – Does not seek out cultural experiences or listens to other perspectives

Total Pts Earned = _____

Knowledge of Learners and Learning Process **(INTASC #4)**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Indicator A: Knowledge of content delivery

- ___ 3 – Effectively delivers content in a manner that facilitates active learning
- ___ 2 – Attempts to make content relevant to students
- ___ 1 – Minimal attempts are made to present content clearly
- ___ 0 – Is unable to present content in an effective manner

Indicator B: Knowledge of evaluating achievement based on objectives

- ___ 3 – Effectively evaluates achievement based on course goals/objectives
- ___ 2 – Uses some objectives when setting goals
- ___ 1 – Uses a minimal number of pre-established objectives when setting goals
- ___ 0 – Goals and objectives are unclear or inappropriate

Indicator C: Knowledge of transition statements

- ___ 3 – Effectively uses transition statements that are fluent/relevant/natural
- ___ 2 – Attempts to use transition statements relevant to learning which move the lesson fluently
- ___ 1 – Has difficulty using transition statements which are consistent
- ___ 0 – Does not use transition strategies that are consistent and effective

Indicator D: Knowledge of creating a classroom conducive for learning

- ___ 3 – Effectively constructs and manages an environment which provides for participation/response
- ___ 2 – Attempts to elicit participation and response from students
- ___ 1 – Shows some effort to encourage student participation
- ___ 0 – Does not plan for or effectively use student participation

Indicator E: Knowledge in pacing instruction

- ___ 3 – Paces instruction effectively
- ___ 2 – Sometimes paces instruction effectively
- ___ 1 – Makes minimal attempts to pace instruction effectively
- ___ 0 – Demonstrates ineffective pacing

Indicator F: Knowledge in responding to students

- ___ 3 – Is prompt in responding to students and anticipates questions/needs
___ 2 – Attempts to respond promptly/appropriately to students
___ 1 – Minimally prompts students
___ 0 – Seldom responds promptly and/or appropriately

Indicator G: Knowledge in questioning techniques

- ___ 3 – Demonstrates varied and advanced questioning techniques
___ 2 – Demonstrates basic questioning techniques; attempts to vary questioning techniques
___ 1 – Minimal demonstration of questioning techniques
___ 0 – Does not demonstrate basic questioning techniques

Indicator H: Knowledge in developing a teaching style

- ___ 3 – Demonstrates a well-developed teaching style, adjusting to students' needs as appropriate
___ 2 – Attempts to adjust teaching style to students' needs
___ 1 – Minimal development of a personal teaching style
___ 0 – Rarely adapts style, or has no evident style, or relies on one style

Total Pts Earned = _____

**Knowledge of Learners and Learning Process
(INTASC #5A)**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicator A: Knowledge of classroom management

- ___ 3 – Demonstrates effective classroom management; creates stimulating learning environment
___ 2 – Sometimes demonstrates effective classroom management; creates acceptable learning environment
___ 1 – Minimally demonstrates effective management strategies or creates stimulating environment
___ 0 – Is unable to demonstrate classroom management; cannot create stimulating learning environment

Indicator B: Knowledge of management techniques

- ___ 3 – Recognizes problems/effectively applies management techniques
___ 2 – Implements management techniques which sometimes produce desired results
___ 1 – Minimally recognizes when appropriate disciplinary techniques are needed
___ 0 – Is unsuccessful in resolving management problems

Indicator C: Knowledge of monitoring student behavior

- ___ 3 – Is consistent/clear in establishing/monitoring expectations/student accountability
___ 2 – Sets standards and attempts to hold students accountable
___ 1 – Recognizes the need for expectations and holds students accountable, but only with assistance from mentoring teacher
___ 0 – Does not establish expectations/hold student accountable

Indicator D: Knowledge of fairness and equity

- ___ 3 – Effectively models fairness/equity in the classroom
___ 2 – Is reasonably successful in taking an unbiased approach to classroom interactions
___ 1 – Recognizes the need for, and attempts to be, unbiased
___ 0 – Shows bias or uses statements that result in unfair treatment of students

Indicator E: Knowledge of creating a positive classroom climate

- ___ 3 – Maintains and facilitates a positive classroom climate
___ 2 – Maintains a positive classroom climate with few instances of bias or negativism
___ 1 – Minimally implements elements of a positive classroom climate
___ 0 – Is not able to implement a positive classroom climate

Total Pts Earned = _____

**Knowledge of Learners and Learning Process
(INTASC #5B)**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Indicator A: Knowledge of student engagement

- ___ 3 – Effectively involves students and creates stimulating environment
___ 2 – Involves students primarily via questions
___ 1 – Minimal attempt to involve students via questioning
___ 0 – Does not involve students or create a stimulating environment

Indicator B: Knowledge of motivational activities

- ___ 3 – Efficiently integrates varied motivational learning activities
___ 2 – Sometimes integrates motivational activities from standard curriculum materials
___ 1 – Minimally attempts to integrate motivational activities using standard curriculum materials
___ 0 – Does not integrate motivational learning activities

Indicator C: Knowledge of student self-concept

- ___ 3 – Effectively recognizes importance of student self-concept and makes appropriate procedural changes
___ 2 – Recognizes the importance of self-concept and makes an effort to change procedures if necessary
___ 1 – Minimal recognition of the importance of self-concept
___ 0 – Does not recognize the importance of self-concept

Indicator D: Knowledge of motivation

- ___ 3 – Is proactive regarding motivation by using the teachable moment
___ 2 – Is a positive influence on motivation; does not yet recognize a teachable moment
___ 1 – Demonstrates a neutral approach to motivation
___ 0 – Underestimates the importance of motivation

Indicator E: Knowledge of maintaining student interest

- ___ 3 – Maintains student interest with almost no management problems
___ 2 – Maintains interest with a few management problems
___ 1 – Attempts to maintain interest to decrease management problems
___ 0 – Does not maintain student interest, resulting in management problems

Total Pts Earned = _____

Knowledge of Learners and Learning Process (INTASC #6)

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Indicator A: Knowledge of voice projection

- ___ 3 – Effectively varies vocal cues/rate/volume/enunciation
- ___ 2 – Is pleasant and has adequate voice projection
- ___ 1 – Is working to develop oral communication
- ___ 0 – Uses weak, monotonous, unexpressive voice

Indicator B: Knowledge of oral and written communication

- ___ 3 – Demonstrates accuracy in spelling, grammar, usage, and mechanics
- ___ 2 – Attempts to proof work carefully to avoid most spelling, grammar, usage, and mechanical errors
- ___ 1 – Is minimally working toward improving organization/spelling/grammar errors/other usage errors
- ___ 0 – Has problems with organization, spelling, grammar, usage, and mechanics

Indicator C: Knowledge of nonverbal communication

- ___ 3 – Effectively uses nonverbal communication to elicit natural reciprocal communication
- ___ 2 – Demonstrates nonverbal communication skills
- ___ 1 – Minimal attempts are made to positively communicate nonverbally
- ___ 0 – Demonstrates negative/distracting nonverbal communication

Indicator D: Knowledge of the English language

- ___ 3 – Demonstrates mastery of standard English
- ___ 2 – Demonstrates competency in the English language
- ___ 1 – Minimally demonstrates competency in the English language
- ___ 0 – Does not demonstrate competency in the use of the English language

Indicator E: Knowledge of communication with students

- ___ 3 – Communicates effectively with students
- ___ 2 – Usually communicates effectively with students
- ___ 1 – Minimally communicates with students
- ___ 0 – Fails to communicate with students

Indicator F: Knowledge of modeling appropriate language

- ___ 3 – Effectively models and teaches appropriate use of subject matter language
- ___ 2 – Encourages appropriate usage of subject matter language
- ___ 1 – Minimally uses the language of the subject matter correctly
- ___ 0 – Uses subject matter incorrectly

Total Pts Earned = ___

Knowledge of Learners and Learning Process (INTASC #7)

The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Indicator A: Knowledge of planning skills

- ___ 3 – Demonstrates well-developed short/long term planning skills
- ___ 2 – Demonstrates acceptable short/long term planning skills
- ___ 1 – Demonstrates minimal short/long term planning skills
- ___ 0 – Demonstrates no short/long term planning skills

Indicator B: Knowledge of purpose/organization/flexibility

- ___ 3 – Includes clear purpose/organization/flexibility when planning
- ___ 2 – Includes generally clear purpose/organization/details when planning
- ___ 1 – Includes vague purpose/organization/sometimes superfluous detail in planning
- ___ 0 – Uses no purpose/organization/detail in planning

Indicator C: Knowledge of meeting deadlines

- ___ 3 – Meets or exceeds planning deadlines
- ___ 2 – Usually meets planning deadlines
- ___ 1 – Attempts to meet planning deadlines but is inconsistent
- ___ 0 – Does not meet planning deadlines

Indicator D: Knowledge of acquiring support in planning

- ___ 3 – Plans independently/shares plans with mentoring teacher for feedback
- ___ 2 – Plans many lessons independently
- ___ 1 – Needs frequent input from mentoring teacher to plan
- ___ 0 – Relies on mentoring teacher to plan

Total Pts Earned = ___

Knowledge of Learners and Learning Process (INTASC #8)

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Indicator A: Knowledge of testing practices

- ___ 3 – Independently develops tests that allow for re-teaching and individual remediation
- ___ 2 – Attempts to go beyond pre-existing tests
- ___ 1 – Depends on pre-existing tests
- ___ 0 – Is unable to create or utilize tests effectively

Indicator B: Knowledge of formative assessment

- ___ 3 – Assesses formative understanding accurately and provides individual assistance prior to testing
- ___ 2 – Assesses formative understanding generally accurately and sometimes provides individual assistance prior to testing
- ___ 1 – Attempts, with occasional success, to assess formative understanding prior to testing
- ___ 0 – Demonstrates little or no effort to assess formative understanding; tests students regardless of understanding

Indicator C: Knowledge of monitoring and adjusting teaching

- ___ 3 – Monitors pupil progress and effectively plans re-teaching
- ___ 2 – Attempts to monitor student progress and plan re-teaching
- ___ 1 – Minimally attempts to monitor student progress and re-teach
- ___ 0 – Does not monitor student progress or re-teach

Indicator D: Knowledge of communicating student progress

- ___ 3 – Is clear and consistent in communicating progress to students/families
___ 2 – Is usually clear and consistent in communicating progress to students/families
___ 1 – Minimally attempts to be clear and consistent in communicating progress to students/ families
___ 0 – Is unclear, ineffective or inconsistent in communicating progress to students/families

Indicator E: Knowledge of record keeping

- ___ 3 – Consistently maintains records
___ 2 – Attempts to maintain adequate records
___ 1 – Minimally attempts to maintain adequate records
___ 0 – Does not maintain adequate records

Total Pts Earned = _____**Knowledge of reflection and professional development (INTASC #9)**

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Indicator A: Awareness of being continually reflective

- ___ 3 – Demonstrates independent thinking and problem-solving skills
___ 2 – Demonstrates some independent thinking and problem-solving skills; makes decisions via discussions with mentoring teacher
___ 1 – Attempts to develop independent thinking and problem-solving skills; relies on mentoring teacher for decisions
___ 0 – Demonstrates little independent thinking/problem-solving skill; relies on mentoring teacher.

Indicator B: Awareness of effects of choices on students/parents/other professionals in the learning community

- ___ 3 – Consistently seeks out and welcomes others' viewpoints before making a decision
___ 2 – Sometimes seeks out others' viewpoints before making a decision
___ 1 – Inconsistently seeks out others' viewpoints before making a decision
___ 0 – Has little or no skill in hearing others' viewpoints before making a decision

Indicator C: Awareness of the concept of professional growth

- ___ 3 – Understands what it means to grow professionally and welcomes that task
___ 2 – Is gaining a mature appreciation for what it means to grow professionally
___ 1 – With assistance, takes steps to grow professionally
___ 0 – Has little or no concept of the issue of professional growth

Total Pts Earned = _____**Knowledge of collaboration/ethics/relationships (INTASC #10)**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.

Indicator A: Knowledge of student/family collaboration to support student learning

- ___ 3 – Welcomes and initiates collaboration with parents/guardians, families, school colleagues, and the community
___ 2 – Is gaining a mature knowledge of the value of collaboration with parents/guardians, families, school colleagues, and the community
___ 1 – When prompted, attempts collaboration with parents/guardians, families, school colleagues, and the community
___ 0 – Does not appear to understand the value of collaboration with parents/guardians, families, school colleagues, and the community

Indicator B: Knowledge of the importance of ethical behavior to support student learning

- ___ 3 – Is highly and dependably ethical in all situations
___ 2 – Is working toward a complete ethical teaching life
___ 1 – Understands but does not consistently apply ethical standards
___ 0 – Is unethical in enough situations to cause concern

Indicator C: Knowledge of the value of teacher/student/colleague/community relationships

- ___ 3 – Consistently nurtures already established teacher/student/colleague/community relationships
___ 2 – Consistently works toward increasing teacher/student/colleague/community relationships
___ 1 – Sporadically works toward increasing teacher/student/colleague/community relationships
___ 0 – Is unable or unwilling to work toward increasing teacher/student/colleague/community relationships

Total Pts Earned = _____**COMMENTS:**